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EDU 221 Block 1

FIAE Chapter 13

15 April 2008

In Chapter 13 the discussion turns from grades to grade books. The chapter takes on the issue of how to best record grades for the students in our classrooms. Of course like many of the chapters in the book there are no hard and fast answers, but rather several approaches that provide a good starting point. The first approach deals with gradebooks for standards-based instruction and assessment. The second option is based in achievement evidence while the third explores grouping assignments by weight or category. The fourth option deals with assignments by date and the final option is a topics based gradebook. The topics based grading utilizes several categories that allow for scoring for each of the graded assignments. This approach utilizes a good graphic representation for where the student is during any point in the term. The other positive aspect of this type of gradebook is that the teacher can see where all the students are struggling with one topic or where a group of students are accelerating and can provide assistance to their classmates.

As with all classroom issues there is no one magic fix-all for keeping a gradebook. I do remember the ‘good old days’ where the teacher had your name and a row of grades beside it and when you added them all up and divided that was your final grade. This new approach to grading and grade keeping will hopefully provide more of an accurate picture of the student and their grasp of the topics being presented. The book that I found most interesting was the topics based gradebook. I would like to give this approach a try when grading to see if there would be a useful application in social sciences and how that would work. Definitely need to give this approach more investigation.